



Progression in History

Who's who?

Subject Leader: Miss Dixon

Teaching staff: Mrs Watts, Mr Armstrong, Miss Dixon

Our Aims

At Rosley CE Primary School we believe that the study of history promotes a love of learning and a curiosity about the past. We aim to help our children gain the knowledge, skills and understanding to become life-long historians. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the continual process of change, the diversity of societies and beliefs and to develop a sense of identity and cultural understanding based on their historical heritage.

We have identified key knowledge strands which run throughout our history curriculum and allow our children to recognise the impact and influence key historical events and eras have had on both Britain and the world up to the modern day. At Rosley CE School these are:

- Power
- Society and Civilisation
- Invasion and Conflict
- Church and Religion

At Rosley CE School, we use the content and framework of the National Curriculum, which has been personalised and localised for the historically rich local area in which we live. In EYFS, children work together to find out about past and present events in their own lives and those of their families. In KS1, children will build on this by developing historical skills of questioning and enquiry, while expanding their vocabulary and understanding of past events and society in Britain. In KS2, children will learn about the chronological order of events progressing from ancient history through to the modern day. This will begin with an understanding of the history of Britain and progress to learning about other civilisations around the world. By the time our children leave us they will have developed their skills of historical understanding and enquiry, with an understanding of how the modern world has been shaped by events of the past.

YEAR A 2021 - 2022

YEAR RECEPTION, 1 & 2		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Man on the Moon – Neil Armstrong and Apollo 11	<ul style="list-style-type: none"> • Describe events from the past using appropriate vocabulary • Understand where events fit into a chronological framework • Use sources such as film and photographs to find out about the events of the moon landing • Generate questions about significant people and events in the past • Describe events in the life of Neil Armstrong
Summer	<p>The Queen’s Jubilee</p> <p>Transport – cars through the ages up to recent change to electric vehicles</p>	<ul style="list-style-type: none"> • Understand and use historical vocabulary related to the Jubilee • Sequence key events in the Queen’s life • Use artefacts to learn about past Jubilees • Understand where events fit into a chronological framework • Sequence vehicles from different time periods • Compare pictures of people, vehicles and events in the past • Generate questions about life in different time periods • Identify similarities and differences in ways of life at different time periods

YEAR 3 & 4		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Changes in Britain from the Iron Age to the Stone Age	<ul style="list-style-type: none"> • Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history • Describe and explain events within the Stone Age, Bronze Age and Iron Age • Address and devise historical questions about change, similarity and difference • Create a timeline of events using the terms BC/AD • Observe details in artefacts and pictures and explain what these can tell us about life in the Iron Age, Bronze Age and Stone Age • Use evidence to construct a picture of life in this time period
Summer	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> • Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history • Describe and explain events within the period of the Roman Empire • Establish the developments of Roman society in Britain, such as technology, culture and religion • Understand the importance of Hadrian's wall to the Roman Empire and its proximity to our local area • Address and devise historically valid questions about significance • Use relevant sources to present a picture of different aspects of life in Roman Britain

YEAR 5 & 6		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> • Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history • Describe and explain events within the time of Ancient Greece • Find out about beliefs, behaviour, and culture of people in Ancient Greece • Examine causes and results of significant events • Address and devise historically valid questions about significance • Use evidence to build up a picture of the Battle of Marathon
Summer	A local history study – Life in Roman Carlisle	<ul style="list-style-type: none"> • Pupils will continue to develop a chronologically secure knowledge and understanding of British and local history • Note connections between local and national history • Place Roman Carlisle on a timeline in relation to other studies • Devise historically valid questions which address local and national events • Identify primary and secondary sources • Use evidence to build up a picture of life in Roman Carlisle

ENRICHMENT OPPORTUNITIES

Visits to Vindolanda/Birdoswald/Housesteads/Tullie House
 Visitors to speak about the past (Queen's Jubilee)